

**BULLETIN**  
**OF THE**  
**STATE NORMAL SCHOOL**

**DULUTH, MINNESOTA**

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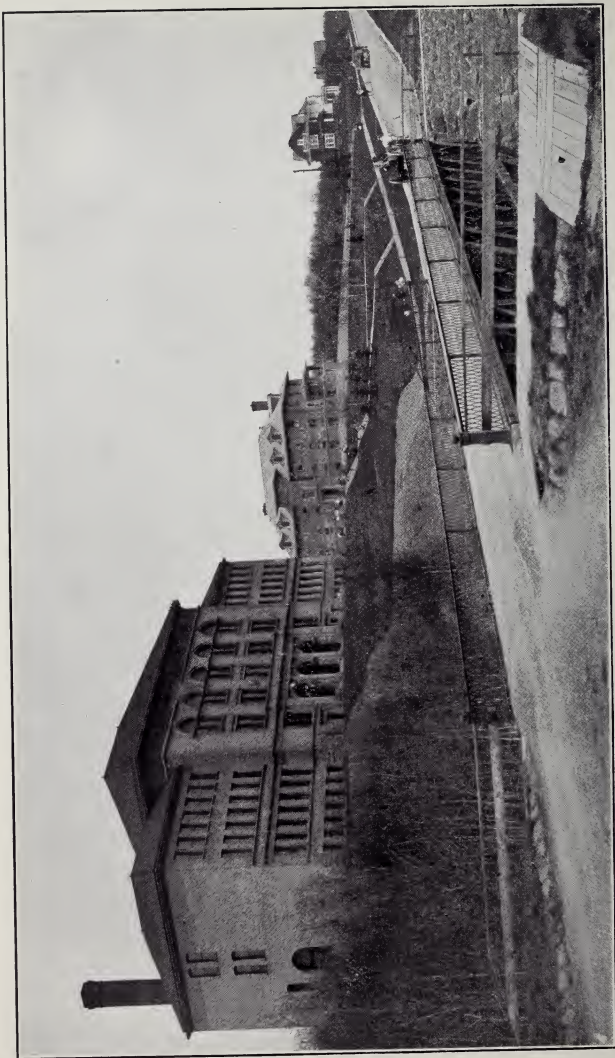
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The State Normal School at Duluth

VOL. III

MAY, 1908

NO. 1

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OF THE

**STATE NORMAL SCHOOL**

**DULUTH, MINNESOTA**

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**FIFTH ANNUAL CATALOGUE**

**With Announcements For  
1908-1909**

Published Quarterly by the State Normal School at Duluth, and devoted to the interests of Elementary Education in Minnesota. Subscription price, fifty cents a year. Single copies, fifteen cents.

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Entered as second-class mail matter May 14, 1906, at the postoffice at Duluth, Minnesota, under the Act of Congress of July 16, 1894.

## Calendar for 1908-1909.

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### Summer Term

Enrolment of Students.....Tuesday, June 16, 1908  
Class-work begins .....Wednesday, June 17, 1908  
First six weeks close.....Friday, July 24, 1908  
Second six weeks close.....Thursday, September 3, 1908

### Fall Term.

Enrolment of students.....Tuesday September 8, 1908  
Class-work begins.....Wednesday, September 9, 1908  
Term closes .....Wednesday, November 24, 1908

### Winter Term.

Enrolment of Students.....Tuesday, December 1, 1908  
Class-work begins .....Wednesday, December 2, 1908  
Christmas holidays begin.....Wednesday, December 23, 1908  
Class-work resumes.....Tuesday, January 5, 1909  
Term closes.....Thursday, March 11, 1909

### Spring Term.

Enrolment of Students.....Tuesday, March 23, 1909  
Class-work begins .....Wednesday, March 24, 1909  
Term closes .....Thursday, June 10, 1909

## State Normal Board.

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HON. JOHN W. OLSEN, State Superintendent of Public Instruction.

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HON. H. L. BUCK, Resident Director.....Winona  
HON. JOHN C. WISE, Resident Director.....Mankato  
HON. ALVAH EASTMAN, Resident Director.....St. Cloud  
HON. C. E. NYE, Resident Director.....Moorhead  
HON. J. L. WASHBURN, Resident Director.....Duluth  
HON. CARL EKMAN .....St. Anthony Park  
HON. ELL TORRANCE .....Minneapolis  
HON. H. E. HOARD.....Montevideo

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### Officers of the Board.

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HON. ELL TORRANCE .....President  
HON. JOHN W. OLSEN.....Secretary and Purchasing Agent

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### Officers of Administration.

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HON. J. L. WASHBURN, Resident Director.  
E. W. BOHANNON, President.  
CLARA M. MURRAY, Secretary.  
RUTH ELY, Librarian.



## Faculty.

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- EUGENE W. BOHANNON, A. M., President.  
School Economy, Social Science.
- LINUS W. KLINE, Ph. D.  
Psychology and Pedagogy, Supervisor of the Training School.
- HARRY C. STRONG, A. B.  
History and Civics.
- JESSE W. HUBBARD, A. M.  
Physics, Chemistry and Geography.
- HERBERT BLAIR, B. S.  
Biology and Geography.
- ANNA N. CAREY, A. B.  
English Literature, English Grammar and Composition.
- KATHERINE D. POST, B. L.  
Latin.
- BEULAH I. SHOESMITH, B. S.  
Arithmetic, Algebra and Geometry.
- ETHEL MAE LONG,  
Reading and Expression.
- IDA E. VAN STONE,  
Music.
- FLORENCE D. PETTENGILL,  
Domestic Science and Preceptress of Washburn Hall.
- ELIZABETH WELLES ROBERTSON, Ph. B., Ed. B.,  
Drawing and Manual Training.
- OLIVE B. HORNE,  
Seventh and Eighth Years, Training School.
- MARY A. DOELL,  
Fifth and Sixth Years, Training School.
- CECIL M. PALMER, A. B.,  
Third and Fourth Years, Training School.
- EVELYN R. LYONS,  
First and Second Years, Training School.
- MARGARET J. QUILLIARD,  
Kindergarten.
- RUTH ELY,  
Librarian.
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### Assisting in the Summer Term of 1907.

- E. A. FREEMAN,  
Mathematics.
- ELEANOR M. THOMSON,  
English.
- EMOGENE LECTRA,  
English.
- RIZPAH deL. MITCHELL.  
Music.

## General Statement.

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Legislative provision was made for the State Normal School at Duluth in 1895, when it was enacted that there should be established "under the direction and supervision of the State Normal School Board, at the City of Duluth, in the County of St. Louis, a Normal School to be known as the State Normal School at Duluth; provided said city shall donate to the state a suitable tract of not less than six (6) acres of land, to be approved by the Normal School Board, for the location, use and benefit of said school, within twelve (12) months from the passage of this act; provided further that no money appropriated for the erection of buildings for said school shall be expended prior to the year one thousand eight hundred and ninety-six." (1895. C. 184.)

In 1897 an appropriation of \$5,000 was made for the foundation, and in 1899 the legislature voted \$75,000 for the erection of the building, making one-half the amount available in 1900, and the other half in 1901. The building thus provided for was well along toward completion when, in February of 1901, it was destroyed by fire. Fortunately it was well protected by insurance and it was possible to rebuild without further aid from the State. The work of reconstruction was not completed until the middle of the following winter and for that reason the opening of the school was delayed until the fall of 1902.

All of the Courses of Study approved by the State Normal Board and offered in the other four schools are offered here. The courses include, in addition, two years work in household economics which is required of all students in the Junior and Senior years. A model school, including all the grades from the first to the eighth and a kindergarten, is maintained.

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### Summer Sessions.

The State Legislature of 1907, enacted a law establishing summer sessions of twelve weeks in each of the five Normal Schools of the State. This act carried an appropriation of \$30,000 for the support of such sessions during the next two years, and the first such session was held last summer. As provided by the law, these summer sessions are to "be a part of, and in all respects be

the same as, the sessions now provided by law. The provisions for attendance at these summer sessions shall be the same as those now in force and the arrangement of the terms in the school year shall be such as to most fully conserve the welfare of the rural schools."

Since many thousands of Minnesota teachers attend school during the summer months, it seems especially desirable to utilize the superior equipment and other advantages afforded by the State Normal Schools in their training. The school library and laboratories will be at the disposal of all students, subject only to such conditions as exist in any other term. These are ample in every way and afford every facility and convenience necessary to the work of a student in a Normal School.

This summer term is intended primarily to meet the needs of rural and other teachers who feel that they cannot afford to attend school when they can teach. The work will be organized and carried on as largely as possible for their benefit. At the same time, it is the regular work of the school that is to be carried on. Certain grades of the Model School may be in session and open to students for purposes of observation.

Generally speaking, the conditions of admission to work for this term will be the same as those for any other term. For the coming summer, however, as in former sessions, review or non-credit courses of six weeks will be offered in second grade subjects, especially Reading, English Grammar, Geography, Arithmetic and United States History. No examination will be necessary for admission to this non-credit work, but the faculty of the school will admit such students as desire to take it and seem qualified by maturity and previous training to pursue it successfully, but no student will be permitted to carry more than two such review courses. All other work will be credit work and double credit courses will be offered in some of the common branches during each of the six-week periods.

Further information concerning the summer session can be had by addressing the President's Office.

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### **The Building and Equipment.**

The building is thoroughly modern in construction and equipment. It is located in one of the most attractive parts of the city, overlooking the waters of Lake Superior from a height of more than three hundred feet.

The laboratories are large and well arranged. The furniture and apparatus are new and excellent in every way. The present

equipment of the several laboratories represents an expenditure of not less than \$15,000 and is entirely adequate for the needs of the school.

A large and well-lighted room has been equipped for manual training. It is supplied with twenty benches of the most approved make and all of the necessary tools and instruments.

At the annual meeting of the State Normal Board in June, 1903, the establishment of a Department of Domestic Science in the State Normal School at Duluth was authorized. This action was taken in response to a proposal on the part of the women of the various clubs of Duluth to furnish the equipment for such department provided the School would employ a teacher. The offer was accepted, the equipment supplied and a teacher employed. The work of the department has been in progress since that time, and the results thus far achieved are highly gratifying, both to the School and the women whose interest and support made them possible.

The library contains more than four thousand well-selected volumes.

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### Purpose and Plan of the School.

The purpose of the school, as of the other four State Normal Schools is to train teachers for the common schools of the state. Two departments are maintained:—the Normal Department proper, and the Training Department. The courses of study in the Normal Department are six in number, as follows:

I. The Academic-Professional Courses:

1. The Advanced English Course of five years.
2. The advanced Latin Course of five years.

II. The Graduate Courses for high school and college graduates:

1. The Advanced Graduate Course of two years.
2. The Kindergarten Training Course of two years.
3. The Elementary Graduate Course of one year.

III. The Elementary Course of three years.

The three advanced courses lead to an Advanced Diploma, which by endorsement after two years of successful teaching, becomes a life certificate of the first grade. The Elementary Graduate Course leads to an Elementary Diploma for high school graduates, which, upon endorsement after two years of successful teaching, becomes a state certificate of the first grade good for five years, and is subject to renewal by re-endorsement. The Elementary Course leads to an Elementary Diploma, which, after two

years of successful teaching and upon endorsement, becomes a state certificate of the first grade, good for five years and subject to renewal by re-endorsement.

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### The Academic-Professional Courses.

The amount of academic work required in these courses corresponds quite closely to that offered in the ordinary four-year high school course. There is, in addition, provision for special training in Psychology, the History and Philosophy of Education, Methods, Observation and Practice work in the Training Department. A detailed statement of the work offered in these courses will be found in the Synopsis of the Courses of Study.

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### The Graduate Courses.

These courses are arranged to meet the needs of college and high school graduates. The work is largely professional and may be completed, as elsewhere indicated, in one and two years. The one year, or Elementary Graduate Course, is intended for those graduates of high schools who cannot spend more than a single year in preparation for teaching.

The two-year or Advanced Graduate Course is much richer in subject matter and its completion insures a more satisfactory training. Graduates from this course are in greater demand as teachers. School boards in many of the more important cities of the state, Duluth among others, refuse to employ graduates of the Elementary Graduate Course. The advantages of the advanced courses are such that students should make sure of their inability to spend two years in the school before deciding on the Elementary Graduate Course.

The Kingerdarten Training Course is two years in length, and is practically a division of the Advanced Graduate Course. The outline of work will be found on page 29. Only such students as are qualified to enter on one or the other of the graduate courses can undertake this course.

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### The Elementary Course.

It is planned to meet the needs of those persons who have not had the advantages of a high school training and who expect to qualify for work in the rural schools. It is also expected that it will meet the needs of those already teaching in the rural schools who desire a more adequate training for their work.

## Conditions of Admission.

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### I. To the Academic-Professional Courses.

Persons holding a State Teachers' Certificate of the Second Grade are admitted to the first year class without examination. Others are required to pass satisfactory examinations in Arithmetic, English Grammar, Geography, United States History and Physiology, or to present certificates from the State High School Board.

Persons holding State Teachers' Certificates of the First Grade, valid at the time of presentation, are entitled to twelve credits on either of the five year courses or the Elementary Course; provided (1) that the subjects to be credited shall be credited by the President in conference with the student, and (2) that the average of the certificate be not less than 75 per cent, and (3) that subjects in which the standings are less than 75 per cent shall not be credited and shall reduce the number of credits allowed proportionately.

Admission to advanced standing in any of these courses will be determined by examination in the subjects completed by the class to which admission is sought, or by the presentation of other satisfactory evidence of the ability to do the work of the class.

### II. To the Elementary Course.

The conditions for admission to this course are the same as those for the Academic-Professional courses, except that only older and more mature students will be permitted to enter on it.

### III. To the Graduate Courses.

Graduates of approved high schools having a four years' course who present credits representing fifteen units of work done therein (a unit being daily work for a year of at least nine months) will be admitted to the Advanced Graduate Course without examination or other condition, and to the Elementary Graduate Course in like manner provided they present satisfactory records in Civics, United States History, one Biological Science (Botany or Zoology), and one Physical Science (Physics or Chemistry). If these subjects have not been pursued in high school, standings in them must be obtained in the Normal School. The record in Physics must represent not less than one full year's work. While Physiology is a required subject either high school or grammar school records will be accepted.

Students who have not completed the work of a high school

course will be admitted conditionally and required to make up the work.

Students from high schools having a three years' course of study will be admitted to either of the Graduate Courses, but will be required to remain in school at least four terms if admitted to the Elementary Graduate Course. If the preparatory work does not meet the requirements above mentioned the deficiencies must be made good by additional work.

High school graduates who shall have taken, as post-graduate work, at least a half year's work in Normal subjects as offered in the State High Schools may receive credit for subjects in which they have done a full semester's work, provided (1) that these credits shall apply only on the two year graduate course and (2) that the President reserves the right to test the quality of work for which credit is asked.

#### IV. To the Kindergarten Training Course.

The conditions governing admission to this course are identical with those applying in the case of the Advanced Graduate Course. (See III above and page 29.

The demand for kindergarten teachers is far in excess of the supply. The number of requests that have come to the school for such teachers during the past few years have been many times more numerous than the number graduated from the course. This fact together with the general value of the work done make this course an unusually attractive one.

#### V. To Special Work.

Persons holding a teacher's certificate of the second grade and having taught in any public school in this state with ability and success for a term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the President of the School that they are prepared to do the work with the regular classes in the subjects they may choose. Any selection of work is to be subject to the approval of the President. They must also present certificates from the superintendents under whom they have taught, testifying to their success and fitness for the work of teaching.



# Courses of Study for the State Normal Schools of Minnesota.

Revised and adopted by the State Normal Board, Feb. 1907.

## GRADUATE COURSES.

### ADVANCED GRADUATE COURSE.

#### First Year.

Fall Term.	Winter Term.	Spring Term.
Psychology	Psychology.	Pedagogy.
Drawing.	Arithmetic.	Reading.
Geography.	Geography.	Nature Study.
Music.	English Grammar.	English Grammar.

#### Second Year.

Literature and Themes.	History and Phil- osophy of Educa- tion.	History and Phil- osophy of Educa- tion.
History.	History and Civics.	Teaching.
Social Science.	Manual Training.	School Management.

### ELEMENTARY GRADUATE COURSE.

Fall Term.	Winter Term.	Spring Term.
Educational Psycho- logy.	Pedagogy.	Observation and Teaching.
Arithmetic.	English Grammar.	Geography.
Drawing.	Music.	Nature Study.
	Reading.	School Management.

## ACADEMIC-PROFESSIONAL COURSES.

### LATIN COURSE.

#### First Year.

Fall Term.	Winter Term.	Spring Term.
Latin Lessons.	Latin Lessons.	Latin Lessons.
Algebra.	Algebra.	Algebra.
Geography.	Geography.	Reading.
English Composition.	Drawing.	Drawing.

#### Second Year.

Caesar.	Caesar.	Caesar.
General History.	General History.	Rhetoric.
Plane Geometry.	Plane Geometry.	Music.
Reading.	Manual Training	Manual Training.



## Third Year.

Cicero.  
Physics.  
Botany or Zoology.  
English Grammar.

Cicero.  
Physics.  
Physiology.  
Literature.

Cicero.  
Physics.  
Botany or Zoology.  
Literature.

## Fourth Year.

Virgil.  
English and American History.  
Psychology.  
Arithmetic.

Virgil.  
American History.  
Pedagogy.  
Arithmetic.

Physiography.  
American History.  
Psychology.  
Arithmetic.

## Fifth Year.

Literature.  
  
Social Science.  
American History.  
Teaching.

History and Philosophy of Education  
Teaching.

History and Philosophy of Education.  
Theme Writing.  
Civics.  
School Economy, 1-3.

## ENGLISH COURSE.

## First Year.

## Fall Term.

Algebra.  
Geography.  
Reading.  
English Composition.

## Winter Term.

Algebra.  
Geography.  
Drawing.  
English Composition.

## Spring Term.

Algebra.  
Drawing.  
Music.  
Reading.

## Second Year.

General History.  
Plane Geometry.  
Music.  
Zoology.

General History.  
Plane Geometry.  
Manual Training.  
Zoology.

General History.  
Solid Geometry.  
Manual Training.  
Rhetoric.

## Third Year.

Physics.  
English and American History.  
Arithmetic.  
Botany.

Physics.  
American History.  
Arithmetic.  
Literature.

Physics.  
American History.  
Botany.  
Literature.

## Fourth Year.

Psychology.  
English Grammar.  
Chemistry.  
American History.

Psychology.  
English Grammar.  
Chemistry.  
Physiology.

Pedagogy.  
Civics.  
Physiography.  
Arithmetic.

**Fifth Year.**

Literature.	History and Philos-	History and Philos-
Social Science.	ophy of Education.	ophy of Education.
Teaching.	Teaching.	
Literature.	Theme Writing.	School Economy.

**ELEMENTARY COURSE.****First Year.**

<b>Fall Term.</b>	<b>Winter Term.</b>	<b>Spring Term.</b>
Algebra.	Algebra.	Algebra.
English and Amer-	American History.	American History.
ican History.	Geography.	Music.
Geography.	English Composition.	Reading.
English Composition.		

**Second Year.**

Geometry.	Geometry.	Zoology.
Zoology.	Music.	Drawing.
Reading.	Literature.	Literature.
Arithmetic.	Drawing.	Arithmetic.

**Third Year.**

Physics.	Physics.	Physiology.
English Grammar.	English Grammar.	Rhetoric.
Botany.	Civics.	Professional Work.
Professional Work.	Professional Work.	

## Descriptive Outline of the Work in the Different Courses.

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### Psychology.

**Course I.** Two terms in all Advanced courses.

**Term I.** The major part of the work of this term is an observational and descriptive account of the neural basis of consciousness. The material consists of a number of brain models, brain preparations for gross sections, histological preparations from the spinal ganglia, cord, cerebellum and cortex, and of a number of charts. The sense organs are studied from Auzous's models, from charts and from literature. The laws and theories of nerve-action are studied (1) by laboratory experimentation, (2) from the literature of comparative psychology and (3) from the experiences of common life. The connections between physical stimuli, nerve-action and mental states are studied by performing the standard experiments in this field. Experiments are selected from the texts of Sanford, Witmer and Titchener.

**Term II.** This term comprises an analytic and synthetic study of consciousness. Its component processes, their genesis, their nature, their function and interrelation are surveyed and interpreted from the biological point of view. Text-book: Angell's Psychology.

**Course II.** Educational Psychology. This subject is given in the Elementary Graduate Course and as the first term of Professional Work in the Elementary Course. The work is largely descriptive of the connections between sense organ activity and mental states, between mental states themselves, and between mental state and actions. The reflex act as a type of action is expanded to include the functions of the cortex, that is, its associational, inhibiting and volitional activities. The latter half of the term is devoted to a consideration of the principles of growth and development of child life and the ways in which they relate to school life.

Reference books: Kirkpatrick's Fundamentals of Child-Study; Thorndike's Elements of Psychology.

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### Pedagogy.

This work is given in the Advanced and Elementary Graduate courses and for the second term of Professional Work in the

Elementary Course. The object of the work is to enable the student to construct a coherent body of principles for guidance in the business of teaching. For this purpose the results of the preceding courses are freely drawn upon, particularly those relating to learned and unlearned activities and to mental connections. Three aims are kept in view (1) to see that the principles rest upon the verifiable facts of psychology, (2) that they are arranged in a logical manner, (3) that they have a close and rational bearing on the art of teaching.

Text: Principles of Teaching by Thorndike.

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### History of Education.

Term I. History of Education. The work in this subject consists for the most part of an intensive study of the educational classics. The classics used are: Plato's Republic, Locke's Thoughts on Education, and Rousseau's Emile. A descriptive account is given of the Great Didactic and of the schools of the middle ages.

Books of Reference: Monroe's History of Education, Comparye's History of Pedagogy, Painter's Pedagogical Essays from Plato to Spencer.

Term II. This course is in part a continuation of the preceding. Pestalozzi's Leonard and Gertrude and Spencer's Education are read and discussed in class. The latter part of the course is devoted to the ethical, social and psychological ideals as found in the works of Locke, Rousseau, Pestalozzi, Spencer and Herbart. These two courses are planned to support and supplement the principles evolved in Psychology and Pedagogy.

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### School Management.

One-third of a Term. School Management is required in all the courses. It considers the different types of school organization, the classification of pupils, supervision and school appliances. Special attention is given to school hygiene, including the diseases and disorders which the school may cause or aggravate. Heating, ventilation, lighting and decoration of school buildings, seating of pupils, arrangements of the daily program and of courses of study, and the state school laws are studied.

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### Observation.

This course is taken by all students during the term preceding the one in which they teach in the Training School. It extends through one term and occupies at least one period of a day. The course furnishes the student an opportunity to observe model

lessons given by the critic teachers and to become pretty well acquainted with the regular work of a graded school as seen in the Training School. They are required from time to time to submit to the critic teachers a "lesson plan" developed from some one phase of a series of model lessons. These lesson plans are criticised by the teacher giving the model lessons, and then returned to the student. The students are further required to present weekly reports of their observation or discussion by the other members of the class, supervised by the director of the Training School.

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### **Training School and Teaching.**

The Training School includes the eight grades below the high school, and a Kindergarten. A review class, or ninth grade, has been added to the grammar grades of this department. The work corresponds very closely to that done in the grades of the public schools of the state and will qualify those who complete it to enter the high schools; or, in case the student completes the work of the ninth grade, to enter the first year class of the Academic Professional courses. The course of study for the Training School includes Manual Training and Domestic Science.

The teaching force consists of the supervisor, the principals of the several departments and the duly qualified members of the senior class.

The purposes of the school are (1) to maintain, as far as possible, ideal school conditions to serve as models for the prospective teacher, and (2) to furnish an opportunity for the pupil-teachers to demonstrate their natural and acquired qualifications for practical service in our public schools.

The supervision consists in giving model lessons in the presence of the pupil-teachers; in holding weekly conferences at which the special work of the pupil-teacher is sympathetically discussed and criticised; in citing literature bearing on her daily work, and in assisting in whatever way the needs of the hour may suggest.

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### **History, Civics and Social Science.**

**General History.** Three terms in the Advanced English and two terms in the Advanced Latin course. The work includes the Orient and Greece, Rome, and Continental Europe to the fall of Napoleon. The object of the course is to fix firmly in the minds of the students the most important facts and at the same time to lay a general foundation for more extended study.

**English and American History.** Three terms in the Advanced Latin, Advanced English and Elementary courses. By teaching English and American History as one subject it is possible to bring

out clearly the relations between the two from the reign of Elizabeth to the end of the American Revolution. The text book used is Channing's Student's History of the United States. The work in English history is given by lectures and assigned reading in the library, and is made wholly to subserve a clear understanding of the development of the United States by subjects of the English government. Throughout the course students are encouraged to collect and preserve material that will be of value to them later in teaching in the graded schools.

**History and Civics.** Two terms in the Advanced Graduate Course. This work takes the place of, and is in addition to, that heretofore known as Reviews and Methods in History. It is conducted on the theory that knowledge of the subject is the first requisite to good teaching. Special topics in United States history are studied from the sources and from the writings of accredited scholars. The work in history is made to include that of "civics" and civil government. For instance, town government in New England and county government in the southern colonies; alliances and international relations at points where they arise; the relations between state and federal power during the revolutionary war, under the articles of confederation, under the constitution at the time it was formed, and at the time of the Civil War.

**Elementary Civics.** One term in the Elementary Course. The work is confined to a simple outline of the United States government, the government of the state of Minnesota, of a county, and of a city. Particular attention is paid to the method of nominating and electing public officers and to the duties of citizens in a republic.

**Advanced Civics.** One term in the Advanced Latin and Advanced English courses. The work is much the same as that of the Elementary Course but includes a wider range of discussion and some consideration of the theory of government.

**Social Science.** One term in the Advanced Latin, Advanced English and Advanced Graduate courses. The work is necessarily very elementary in character and is limited to a consideration of the more obvious phases and practical problems of social life. The more important social questions rather than the science of sociology, are studied from a practical point of view and with some reference to their bearing upon the work of the school. Special problems or questions will be assigned for individual study, the results of which will be summarized for the benefit of the class. The text used is Wright's Practical Sociology.

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#### English.

**English Composition.** Two terms in the Advanced English

and Elementary courses and one term in the Advanced Latin Course. In this course almost daily practice is given in the simpler forms of composition. Students are required to depend chiefly upon personal observation and experience for material, though the imagination plays an important part in the latter work. Webster's Elementary Composition is used.

**Rhetoric.** One term in the Advanced English, Advanced Latin and Elementary courses. This course is a continuation of composition. It includes, however, in addition to the purely original work, oral and written abstracts of magazine articles, extended arguments, short biographies and book reviews. A constant effort is made to lead students to criticise their own work intelligently. The text used is Spaulding's Principles of Rhetoric. In addition to this work, a little time will be given to the study of the most important classic myths.

**Grammar.** Two terms in the Advanced Graduate, Advanced English and Elementary courses, and one in the Advanced Latin and Elementary Graduate courses. Longmans' English Grammar is used as a text, but constant reference is made to such authorities as Mason, Whitney, and Lounsbury. A portion of the time is given to the discussion of those problems which arise in teaching language in the grades.

**English Literature.** Four terms in the Advanced English and Advanced Latin courses and two terms in the Elementary Course.

I. An introductory course:

- (a) Characteristics of Celtic and early English literature and the influence of Christianity. A translation of Beowulf is studied.
- (b) Influence of the Norman Conquest. Chaucer's Prologue to the Canterbury Tales; The Knight's Tale; Book I. Spenser's Faerie Queene.

II. The Rise of the Drama:

- (a) Mystery plays; early historical plays; Marlowe, Ben Jonson.
- (b) Shakespeare; Julius Caesar; King Lear; As you Like It.

III. Essays and poems. It is the aim of this course to give students some acquaintance with all the chief essayists and poets from Bacon and Milton to Browning and Stevenson, and to lead to the intensive study of a few characteristic productions.

IV. The Novel. After tracing briefly the origin and development of the English novel, the class will make a study of the following authors: Defoe, Johnson, Goldsmith, Jane Austen, Scott, Thackeray, George Eliot, Dickens.



**Literature and Themes.** One term in the Advanced Graduate Course. It is the purpose of this course to familiarize students with the great classic myths, both Greek and Teutonic, representative folklore and famous ballads, and to show how all these may be presented to children in the grades. In connection with the foregoing much theme work will be required.

**Theme Writing.** One term in the Advanced English and Latin courses. The class meets every day for discussion and criticism. A large amount of reading is required, and students are frequently called upon to deliver brief addresses before the class.

**Reading. Course I.** Two terms in the Advanced English, Advanced Latin and Elementary courses. The aim will be to interpret literature and read it aloud intelligently. Although nothing will be attempted in the way of formal "Elocution" some attention will be given to the manner of using the voice. Many short poems will be committed to memory and recited. Representative American classics will be studied. In order to get a broad survey of the literature of our country, a considerable amount of outside reading will be required. It is hoped that this course will give a somewhat comprehensive knowledge of the development of our literature from Colonial times to the present day. Part of the second term will be given to the study of methods of teaching reading.

**Course II.** One term in the Advanced Graduate and the Elementary Graduate courses. This course will be devoted in part to the study of methods of teaching reading. The work will be based upon American classics, and also, if time permits, upon some one of the following: *She Stoops to Conquer*, *The Rivals*, *The Merchant of Venice* and *Macbeth*.

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### Latin.

The study of Latin extends through a period of four years and meets the college entrance requirements:

- I. Latin Grammar.
- II. Caesar.—Books I-IV. of the Gallic Wars.
- III. Cicero.—Six Orations: Cataline's Conspiracy, the Citizenship of Archias and Pompey's Military Command.
- IV. Virgil—Four Books of the Aeneid.

In all classes the students are required to get the meaning as far as possible from the Latin and then express it in clear idiomatic English. This cannot be done without a knowledge of Latin Grammar. Daily work is given in Latin prose composition throughout the second and third years and a thorough grammatical





Chemical Laboratory



Physical Laboratory



review in the fourth year aims to establish the grammatical principles of the language. In addition to translating the orations of Cicero, a study of them as orations and as argumentative literature is made. Effort is also made to appreciate the Aeneid as one of the great pieces of literature. Sight reading will be practiced throughout the course as time permits.

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### Physical Sciences.

**Physics.** Three terms in the Advanced English and Advanced Latin and one in the Elementary Course. Two afternoons each week are devoted to laboratory work in which each student performs a selected list of experiments, both qualitative and quantitative, to verify the laws of mechanics, heat, light, sound and electricity. The student is required to keep a permanent note book for recording the results of the experiments and for making sketches of the apparatus used. The recitation periods in the forenoon are devoted to a discussion of the laboratory work in connection with subjects treated in the text, and to practical problems and exercises involving the law studied. A number of different texts are placed upon the laboratory reference table. Special attention is directed to those parts of the subject which will help in the study or teaching of the common branches, such as the simple mechanics in Physiology, the properties of gases in their relation to the atmosphere, and the production and distribution of heat in evaporation, winds, rain and snow.

**Chemistry.** Two terms in the Advanced English Course. The properties of the principal chemical elements are demonstrated by experiment. The student learns how new substances are formed by different combinations of the elements and how, by reason of their solubility or other properties, substances may be separated into their component parts. As in physics, the time is divided between the laboratory and class work. Notes on the results of experiments and sketches of apparatus are made in a note book which receives careful examination by the instructor.

The recitation is devoted to a discussion of the experimental work, the solution of practical exercises and to a consideration of the fundamental theories of the science. Particular attention is given to those parts of the work which have special significance in the study of the common branches.

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### Geography.

**Course I.** Two terms in the Advanced English, Advanced Latin and Elementary courses. An effort is made to have the student attain the point of view that will enable him to under-

stand and appreciate the most important principles of the science. The complete understanding of geography requires the study of other sciences. Type features of the earth are accordingly studied with reference to their geological development. Local land forms are carefully observed. Frequent out-door excursions are made in order that the student may have direct contact with geographical phenomena. The elementary principles of meteorology are studied to explain the cause and effects of wind, clouds, rain, snow, temperature and atmospheric pressure. By careful observation and experiments the student gets a rational explanation of climatic conditions in different parts of the earth. For this work the department is provided with a standard mercurial barometer, maximum and minimum thermometers, pycrometer and rain gauge.

It is further shown how the character of the earth's surface and the climate make possible particular kinds of animal and plant life which react upon man, producing different environments and hence different races, religions and degrees of intelligence.

**Course II.** Two terms in the Advanced and one in the Elementary Graduate course. The earlier part of the course deals with the elements of physical and mathematical geography necessary as a foundation for the study of life geography. Special attention is given to the study of climate. A detailed study of the topography, climate and natural resources of Minnesota and the study of the other states using Minnesota as a basis of comparison completes the work of the first term. The rest of the world is studied during the second term using Minnesota as a basis of comparison as in studying the United States.

In order to develop the ability to read maps accurately and rapidly a great many outline maps (over a hundred throughout the course) are filled in illustrating each lesson. Advantage is taken of the large shipping and manufacturing industries of Duluth and afternoon field trips are made to the ore docks, blast furnace, match factory, grain elevators, flour mills, ship yard, saw mills, furniture factory, weather bureau, fish hatchery, etc.

**Physiography.** One term in the Advanced English and Latin courses. The fundamentals of this subject having been included in Course I., the work of this term is devoted to a study of political geography. The principles of physiography already studied are used to interpret commercial, industrial and other geographical conditions.

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### Biological Sciences.

The object of the work in this department is to train the student in habits of close and accurate observation and fit him for

teaching nature study in the grades. A combination of the text book, laboratory and lecture methods furnishes variety and interest. Field trips are often substituted for the laboratory work in order that the habits of animals and plants may be studied in their natural environment.

The equipment of the department is new and of the latest patterns.

**Botany. Course I.** Two terms are required in the Advanced English Course and offered as an elective in the Advanced Latin Course.

The fall term is devoted mostly to work in ecology. Coulter's *Plant Relations* being used as a text. The course involves numerous field trips and laboratory work on the material collected.

The various plant societies are studied in their relation to light, temperature, moisture and soil conditions. Some of the plant movements are noted and an attempt made to determine experimentally the cause of such movements.

The winter term is given to a careful study of seeds and seedlings and the elementary problems in plant physiology that illustrate some of the chemical changes in the composition of the seed.

**Course II.** One term in the Elementary Course. The work in this course is rather elementary in character, and consists of a study of those phases of plant life which are especially important to the teacher of nature study.

**Zoology.** Two terms, given in the fall and spring, are required in the English and Elementary courses. In the Latin Course the same amount is offered as an elective. As in Botany the ecological side of the subject is chiefly developed. Each student is expected to collect a number of insects for laboratory study—if possible two from each of the orders. By using insect cages in the laboratory the life histories are worked out and careful sketches are made of the several stages.

The second term's work is given in the spring and much of the time is given to studying birds in the field. By giving a term to insect study and another to bird study it is thought that the students will be better fitted to teach nature study than they would be if more subjects were studied.

**Physiology.** One term in the Advanced English, Advanced Latin and Elementary courses. (Prerequisite, the two-term course in Zoology). The primary purpose is to prepare teachers to do efficient work in the subject in the schools of the state. Secondly, it is expected that the students will gain such knowledge of the human body as will enable them to take better care of their own health and that of the pupils entrusted to their care.

Much of the work is done in the laboratory in studying the various tissues of the body, the foods and their uses, the chemistry of digestion and anatomy of the digestive organs. Experiments are made illustrating the relations of certain mental and physiological processes, especially those connected with the special senses.

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### Nature Study.

One term in the Advanced and Elementary Graduate courses. The Nature Study work seeks primarily to arouse a love for nature and to afford some experience in scientific observation. A study is made of the common trees in the vicinity. Branches from different trees are examined and their buds, leaf scars, year's growth and peculiarities are compared. The trees are then examined in the field and notes and sketches made of their winter condition. Later they are compared with reference to leaf and flower. The kinds of trees valuable for lumber are noted and collections of the more common kinds of woods made. The spring flowers and other plants are studied and their beauty, usefulness or noxious qualities are noted. Special attention is given to the relations of the flower to the fruit, the formation and distribution of the seed, and reproduction of plants. The common birds are studied in the light of their relations to man. Suggestions are made for the attraction and protection of birds. Practice is given in collecting, mounting and preserving insects for study and reference. The relation of insects to other animal and plant life is investigated. Plans for recording extended observations on birds, plants and the weather are discussed, and reference made to valuable sources of information. Some simple experiments with home apparatus are made to illustrate combustion, ventilation, constitution of the air, with its pressure, temperature and other phenomena.

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### Mathematics.

**Arithmetic. Course I.** Two terms in the English, Latin and Elementary courses. The aims of this course are: (1) To give a good working knowledge of arithmetic; (2) to encourage clear and logical thought, exact and orderly expression; (3) to give the prospective teacher a grasp of the subject as a whole, together with practical suggestions as to modes of presentation in the grades. Among the features of the course are: practice in actual measurement, frequent oral drill in pure number, exercises in analysis, both oral and written, and the study of selected topics in the history of arithmetic.

**Course II.** One term in both the Graduate courses. In this course, which is too brief to include much drill and hence can be





Drawing



Manual Training





taken with profit only by well prepared students, arithmetic is studied from the teacher's standpoint. The relations of the various topics to one another and the order in which these topics should be presented, are subjects of special study. Suggestions are made as to the correlation of arithmetic with other branches; an outline of grade work in arithmetic is given; selected texts are examined and criticised. As time allows, an attempt is made to have the student gain some familiarity with the history of the subject and with the literature which bears upon the present teaching of arithmetic.

**Algebra.** Three terms are required in the English, Latin and Elementary courses. The principles of the subject are thoroughly studied and frequently applied. Special pains are taken to discourage mechanical work and to lead the pupil into habits of clear and connected thinking.

**Geometry. Course 1.** Two terms of Plane Geometry and one term of Solid Geometry are required in the Advanced English Course.

**Course II.** In the Latin and Elementary courses two terms of Plane Geometry are required.

Throughout the work in geometry accuracy and independence of thought are emphasized. Students are required to give proofs other than those suggested in the text and to criticise and question the demonstrations offered in class. A number of original exercises are solved. From time to time, topics in the history of geometry are assigned.

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### Drawing.

The work is planned with reference to the ability and needs of the students in the several courses. The aim of each course is to give students as much instruction in technique as the time allows, with historical background and an appreciative knowledge of beauty in form and color.

Brief talks are given on the lives and works of masters, and their principal works studied and analyzed from a technical point of view.

Students make collections of reproductions of famous works of art with descriptive notes. A daily sketch is required for general class criticism and occasional papers on related subjects from the pedagogical point of view.

**Course I.** Two terms in the English and Latin courses and one in the Elementary. During the first term the emphasis is put upon head work rather than hand-work. The principles of per-

spective, of industrial drawing, of design and of light and shade are studied.

The work of both terms includes pose-drawing; analysis and decorative use of natural forms; conventionalization of plant forms; practical application in initial letters; making of stencils, etc. A certain number of problems in industrial drawing are given, and definitions and conventions used in working drawings taught.

**Course II.** One term in the Graduate courses. The aim of this course is to prepare students to teach drawing in the grades according to modern methods.

The work of the term is so divided that a thorough review is given in perspective, model drawing, light and shade, cast and still life drawing, both in charcoal and pencil, sketching, and elementary work in water color.

The principles of design under the headings of Balance, Rhythm, and Harmony are taught, and applied designs executed.

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### Manual Training.

In this department neither the Swedish nor Russian systems, as such, are followed but both are studied and discussed. In the practice work a combination of the two is employed, the useful models being largely used as the more interesting and stimulating to the students, the exercise models involving principle only when a better understanding of a problem can be secured more quickly as a lack of time prevents any repetition of mere technique. While suggestions and certain refining and limiting conditions are given the student, the aim is to have all the models made in the work shop individual and, as far as possible, original. The greatest amount of technical skill the time allowed permits is developed. In outline the course includes:

- I. The care and use of the common wood working tools.
- II. Principles of constructive and decorative design.
  1. The form suited to its function, and the decoration in harmony with its form.
  2. Structural and artistic qualities to be considered are (a) strength, (b) durability, (c) proportion, (d) simplicity, (e) adaptation to purpose, (f) finish.
- III. Papers and class discussion:
  1. The necessity for a manual training plan.
    - (a). The adaptation of a plan to children of different ages.
    - (b). Basis for criticism of the child's product.
    - (c). How to arrange work so that increasing motor power shall result.

- (d). The inter-relationship between hand work and the other school occupations.
  2. Preparation of programs of work for the different grades of the elementary school.
  3. The various methods of constructing and reading working drawings.
  4. A final paper on some selected phase of the subject.
- IV. Required reading.
1. Current articles published in the magazines on the subject.
  2. The history of the movement.
  3. The arts and crafts movement.

**Course I.** Two terms in the Advanced English and Latin courses, as outlined.

**Course II.** One term in the Advanced Graduate Course. This course also includes a review of mechanical drawing and the making of a required number of working drawings.

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### Music.

**Course I.** Two terms in the Advanced English and one term in the Advanced Latin course. The work of the first term consists of daily lessons in sight singing and ear training. All problems of rhythm are studied, also key formation, chromatic scales and transposition. During the second term the class studies three and four part singing, minor scales, the limitations and care of the child voice, the selection and use of rote songs, and short biographies of the most noted composers. Methods of presenting problems in melody and rhythm to children are given to the pupils.

**Course II.** One term in the Advanced Graduate and Elementary Graduate courses. An outline for the study of vocal music in each grade forms the foundation of the study of music methods. Pupils are taught how to present rote songs, interval drill, each problem in rhythm and melody, key formation, major, chromatic and minor scales, to the children. These subjects having been presented to them, they are required to take charge of the class and illustrate the method of procedure with each. Especial attention is given to the selection of songs suitable for primary grades and to the care of children's voices.

**Chorus Work.** Twenty minutes is given daily to the practice of part songs and choruses for the purpose of obtaining skill in reading and rendition and to develop a better musical taste. The best material suitable for the chorus is rendered.

**Glee Club.** An opportunity is given to those pupils who have

special ability, to study more advanced music in the Glee Club, which meets once a week.

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### Domestic Science.

This department, established in the fall of 1903, was made possible by the various women's clubs of Duluth. Through their generous efforts the school has been provided with a thoroughly equipped kitchen laboratory, dining room and sewing room.

The work in domestic science extends throughout the junior and senior years. Two courses in this work are offered to the students: one in the Selection and Preparation of Foods, covering one two-hour period a week, and one in Home Sanitation and Hygiene, covering a period of one hour a week.

In the course of Selection and Preparation of Foods, foods are studied with respect to their composition, nutritive value, relation to the needs of the body and comparative cost. The work includes a study of the dietaries, and a balanced ration for a given time is made by the members of the class.

The first half of the lesson is devoted to the classification and study of the food to be cooked, its digestibility, nutritive value, combination with other foods, the process employed in cooking and the proper method of serving. In the second half of each period the food is cooked and served.

In the Home Sanitation classes, lectures and some laboratory work are given on such practical subjects pertaining to the home as drainage, plumbing, heating, ventilation, water supply, the chemistry of cleaning and laundry work. House plans are made by the students and brought to class for discussion.

The work in Hygiene includes both personal and public hygiene, causes and prevention of disease, home nursing and invalid cookery.

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### Sewing.

Two terms, one period daily, are given to the work of sewing. Most of the time is devoted to hand sewing, although in the second term machine work is undertaken. The important principles of plain sewing are taught by means of models which, together with the instructions and notes, are put into books for the purpose. Upon the completion of the course each girl will have made twenty of these models, also one under-garment or dainty apron sewed entirely by hand, and another garment combining both machine and hand sewing.

### **Kindergarten Training Course.**

A high school diploma or its equivalent is required for admission to this course, which covers a period of two years. A pleasing voice, some skill in singing and piano playing, and a desirable attitude toward young children are essentials in this work. Students who take this course are given the same general professional training as those who are preparing to teach in the primary or grammar grades. Special instruction in the theory and methods of Kindergarten and Primary work and observation and teaching in both departments in the Model School, will be added to this strictly professional training. The standard of scholarship is the same as that required of the student in the other departments of the school. Following is the course of study.

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### **Kindergarten Course.**

#### **Junior Year.**

Psychology and Pedagogy.  
Observation in the Kindergarten.  
A study of Kindergarten Technics.  
Nature Study.  
Domestic Science.  
Drawing.  
Manual Training.  
Educational Reading.  
Songs and Games.  
Physical Exercises based upon Interpretation of Rhythm.

#### **Senior Year.**

History of Education.  
Sociology.  
Domestic Science.  
A Study of Froebel's Educational Theories as shown by his "Mother Play Book," "Education of Man" and commentaries on the same by Susan E. Blow, Elizabeth Harrison, James L. Hughes and others.  
Literature for small children, including a study of old folk lore suitable for use in Kindergarten and Primary grades, and practice in story telling.  
Primary Methods.  
Observation and teaching in Kindergarten and Primary grades.  
Educational Readings.  
The Theory and Practice of Program Making.

## **General Information.**

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### **Normal School Diplomas and State Certificates.**

The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the state, under the following provisions, viz.

1. A diploma of any of the State Normal Schools is made a temporary State certificate of the first grade for the two years of actual teaching service required by the student's pledge.

2. After two years of service, the diploma may be countersigned by the President of the school from which it is issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma of an Elementary Course a State certificate for five years, and the diploma of an Advanced Course a life certificate.

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### **Conditions of Endorsement.**

1. While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

2. After the completion of two years of service, application for endorsement may be made to the respective Normal Schools. The applicant should see that complete reports of service have been made in accordance with the student's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank certificates of successful service may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the Normal School presidents that they will endorse no diploma until each case has been approved by all the presidents acting as a Board of Review.





# WASHBURN HALL









### **Admission to the State University and Colleges.**

Graduates from the advanced courses in the State Normal Schools of Minnesota are admitted without examination to the Sophomore year in the State University and the leading colleges of the State.

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### **Expenses.**

**Tuition** is free to all students who sign the pledge to teach. Those who do not sign the pledge are required to pay thirty dollars a year, as are also those who take the Kindergarten Course.

Charges for tuition in the Training Department are five dollars a term.

All charges for tuition must be paid in advance and no portion thereof will be refunded.

**Washburn Hall** is a new, beautifully designed and exceedingly well-constructed home for students. It was supplied by the State and is controlled and operated by the School for the benefit of students who may be under the necessity of arranging for board and rooming places. It is situated on the campus adjoining the main building. It is a two story building with a well lighted basement and is of fire proof construction throughout. It is heated by low pressure steam, has a very complete system of ventilation, is supplied with both gas and electric light, has toilet and bath rooms on all floors, with a large and well-furnished laundry in the basement, to which all students have free access. The kitchen, pantries and dining room are exceedingly well equipped and sufficient for the accommodation of fifty to seventy-five persons. Each living room has two closets, two beds and all necessary bedding, an attractive solid oak dresser, a heavy solid oak study table, rocking chairs and study chairs, wash stand and rugs. All rooms have gas light with Welsbach burners for use in studying. Students are required to take care of their own rooms and each one will need to take her turn in waiting on the table. The cost of both board and room this year has been \$15 a month. Applications for rooms should be made as early as possible. All such applications will be listed in the order in which they are made.

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### **Student's Loan Fund.**

The interest and generosity of a friend of the school has resulted in the establishment of a loan Fund of \$5000 for the assistance of worthy students who may find it necessary to borrow money in order to continue the work of the school. It is the desire of

the committee in charge of the Fund, as well as of the donor, that the entire amount be, as nearly as possible, all the while in use. Information concerning the conditions under which loans may be made can be had upon inquiry of the president of the school.

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### Sessions.

The daily session begins at 8:35 in the morning and ends at 12:35 in the afternoon. It is divided into four recitation periods and includes a period of twenty minutes for chorus work, and one of twenty minutes for opening exercises.

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### To Entering Students.

Students expecting to enter on advanced standings from other schools must present records of all such standings.

Applicants for admission will present themselves at the office of the president, where they will be referred to proper committees on examination or enrolment.

The building is situated on East Fifth street, between Twenty-second and Twenty-third avenues, and one block from the Hunter's Park and East Fourth street car line. Students who are not acquainted with the city should call at the president's office on arrival.

Additional information will be supplied on application to President's Office, State Normal School, Duluth, Minn.



Among The Birches



Aerial Bridge Over Ship Canal



## Names of Sudents Enroled in the Normal Department 1907-1908.

### GRADUATE COURSES.

#### Senior Graduate Class.

Anderson, Nellie .....	Duluth .....	Minn.
Aune, Clara .....	Duluth .....	Minn.
Brotherton, Eunice .....	Duluth .....	Minn.
Burrell, Vivian .....	Duluth .....	Minn.
Harris, Ruby M.....	Duluth .....	Minn.
Hendy, Bertha .....	Virginia .....	Minn.
Kelley, Katherine D.....	Duluth .....	Minn.
Loranger, Nell .....	Duluth .....	Minn.
McCabe, Margaret .....	St. Peter .....	Minn.
Mallory, Blanche .....	Duluth .....	Minn.
Martin, Ina .....	Soudan .....	Minn.
Nelson, Florence .....	Duluth .....	Minn.
O'Brien, Lydia .....	East Grand Forks .....	Minn.
Sand, Alice E.....	Ashland .....	Wis.
Snyder, Louise .....	Minneapolis .....	Minn.
Wakelin, Mary .....	Duluth .....	Minn.
Watschke, John F.....	New Ulm .....	Minn.
Wetzler, Irene .....	Duluth .....	Minn.
Wiseman, Lucy .....	Pine City .....	Minn.
Yager, Margaret .....	Duluth .....	Minn.

#### Junior Graduate Class.

Botten, Ina .....	Superior .....	Wis.
Brown, Florence .....	Duluth .....	Minn.
Campbell, Esther M.....	St. Paul .....	Minn.
Cole, Fern May.....	Duluth .....	Minn.
Durbrow, Clara .....	Madison .....	Wis.
Fiebiger, Theresa .....	Duluth .....	Minn.
Fitzgerald, Angela .....	Duluth .....	Minn.



Fitzgerald, Helen	Duluth	Minn.
Guerin, Alice A.	St. Paul	Minn.
Guthrie, Katherine E.	Duluth	Minn.
Haugsten, Martha	Two Harbors	Minn.
Hector, Pearl	Duluth	Minn.
Hendy, Bessie	Virginia	Minn.
Hopkins, Edith E.	Duluth	Minn.
Ketcham, Kayla M.	Herman	Minn.
King, Myrtle R.	Virginia	Minn.
Lewis, Ethelenda	Hawley	Minn.
Magnuson, Amy	Duluth	Minn.
Merritt, Alta	Duluth	Minn.
Miller, Laura	Duluth	Minn.
Montgomery, Dale	Duluth	Minn.
Nelson, Mabel	Cloquet	Minn.
O'Keefe, Agnes	St. Paul	Minn.
Peterson, Agnes M.	Duluth	Minn.
Renstrom, Helen	Smithville	Minn.
Stenberg, Petronella	Duluth	Minn.
Strand, Agnes C.	Duluth	Minn.
Todd, Jessie	Lakeview P. O.	Minn.
Todd, Myrna	Lakeview P. O.	Minn.
Yager, Charlotte E.	Duluth	Minn.

#### Senior Kindergarten.

Gowan, Lillian	Duluth	Minn.
Ray, Emily	Fosston	Minn.

#### Junior Kindergarten.

Bury, Nellie	Two Harbors	Minn.
Cook, Muriel Fay	Cloquet	Minn.
Higgins, Emeline	Manistee	Mich.
Maddox, Elizabeth B.	Duluth	Minn.
Schiffman, Eulalie	St. Paul	Minn.
Shaver, Clare	Lakeview P. O.	Minn.
Stapleton, Eugenia	Cloquet	Minn.

#### Elementary Graduate Class.

Adams, Maude L.	Hibbing	Minn.
Blight, Janie	Hibbing	Minn.
Brown, May	Ely	Minn.
Burque, Rena	Cloquet	Minn.
Burthwick, Bessie	Duluth	Minn.
Callaway, Olive	Ely	Minn.

Carlson, Adena	Brickton	Minn.
Carlson, May F.	Soudan	Minn.
Carpenter, Flora	McIntosh	Minn.
Cashman, Lucille	Eden Valley	Minn.
Cauley, Katherine	Hastings	Minn.
Chase, Ella M.	Bear River	Minn.
Cunningham, Fannie	Brainerd	Minn.
Dosey, Anna C.	Pine City	Minn.
Fugelseth, Elenora	Fertile	Minn.
Fugelseth, Elvira	Fertile	Minn.
Goodwin, Theoline	Esmond	N. Dak.
Govett, Laura	Duluth	Minn.
Hartley, Helen	Duluth	Minn.
Hoar, Danelda M.	Hibbing	Minn.
Johnson, Tena E.	Austin	Minn.
Kaiser, Zelma	Duluth	Minn.
Kibler, Marie	Aneta	N. Dak.
Knapp, Gertrude	Duluth	Minn.
Kunz, Clara	Pine City	Minn.
Lawler, Gertrude	Duluth	Minn.
Levy, Florence	Minneapolis	Minn.
Lockerby, Bessie	Duluth	Minn.
Lockerby, Ethel	Duluth	Minn.
Lundmark, Clara	Virginia	Minn.
McKenzie, Ina	Duluth	Minn.
Melby, Thora	Duluth	Minn.
Miller, Carmen	Ely	Minn.
O'Connor, Ethel	Two Harbors	Minn.
Peterson, Carrie	Brainerd	Minn.
Peterson, Lydia	Cloquet	Minn.
Potter, H. Marcia	Aitkin	Minn.
Roberts, Hazel	Duluth	Minn.
Robinson, Millicent	Grand Rapids	Minn.
Schaefer, Grace A.	Ely	Minn.
Segelbaum, Rose	Minneapolis	Minn.
Smythe, Myrtle	Duluth	Minn.
Stahlbusch, Hedwig	Duluth	Minn.
Thompson, Amella V.	Mt. Iron	Minn.
Wasley, Grace B.	Duluth	Minn.
Webb, Gladys	Montevideo	Minn.
Wivell, Millie	Nashwauk	Minn.

**ACADEMIC-PROFESSIONAL COURSES.****Senior Class.**

Burgher, Cora	Duluth	Minn.
Burton, Sadie	Duluth	Minn.
Hathaway, Eva M.	Hunter's Park	Minn.
Johnson, Elizabeth A.	Duluth	Minn.
Lavallee, Melinda	Duluth	Minn.
Lilja, Julia E.	Duluth	Minn.
McKay, Hazel	Duluth	Minn.
Nichols, Nina L.	Buhl	Minn.
Porter, Catherine	Duluth	Minn.
Turnbull, Bessie	Hunter's Park	Minn.
Wiltse, Opal	Hunter's Park	Minn.

**Junior Class.**

Aikin, Grace	Duluth	Minn.
Anderson, Irene S.	Buhl	Minn.
Berg, Elizabeth	Duluth	Minn.
Grogan, Alice M.	Duluth	Minn.
Hanson, Clara	Duluth	Minn.
Horman, Adelaide	Duluth	Minn.
Krey, Olga	Duluth	Minn.
Martinson, Inga	Duluth	Minn.
Merritt, Emily H.	Duluth	Minn.
Sauby, Elma B.	Wrenshall	Minn.
Turnquist, Inez	Duluth	Minn.

**Third Year.**

Anderson, Emma	Duluth	Minn.
Botten, Susie	Superior	Wis.
Burgher, Alice	Duluth	Minn.
Clarke, Florence	Duluth	Minn.
Coutu, Alice R.	Duluth	Minn.
Dunning, Annabelle	Duluth	Minn.
Fix, Mabel	Duluth	Minn.
Grogan, Margaret	Duluth	Minn.
Himebaugh, Hazel	Duluth	Minn.
Jensen, Ella	Duluth	Minn.
Jensen, Gina	Duluth	Minn.
McIntyre, Katherine	Duluth	Minn.
McKay, Florence	Duluth	Minn.
Maggard, Grace	Duluth	Minn.
Mondschine, Rosalie	Carlton	Minn.
Moore, Frances	Lakeview P. O.	Minn.
Mueller, Mabel	Duluth	Minn.
Nelson, Hattie	Duluth	Minn.

Olson, Hilda .....	Duluth .....	Minn.
Polasky, Stephanla .....	Duluth .....	Minn.
Raleigh, Margaret.....	Duluth .....	Minn.
Raleigh, Ruth .....	Duluth .....	Minn.
Signer, Rose E .....	Duluth .....	Minn.
Stickles, Helen .....	Lakeview P. O.....	Minn.
Swanson, Florence .....	Duluth .....	Minn.
Willcutts, Virginia .....	Holyoke .....	Minn.
Wiltse, Mildred .....	Hunter's Park .....	Minn.

**Second Year.**

Boehne, Clara .....	Deer Creek .....	Minn.
Brown, Mattie .....	Duluth .....	Minn.
Caulkins, Grace .....	Duluth .....	Minn.
Carroll, Edna .....	Hunter's Park .....	Minn.
Dodge, Helen .....	Lakeview P. O.....	Minn.
Dodge, Isadore .....	Lakeview P. O.....	Minn.
Driscoll, Marie .....	Willow River .....	Minn.
Elliott, Kathleen .....	Duluth .....	Minn.
Erickson, Caroline .....	Duluth .....	Minn.
Hawkins, Josephine .....	Duluth .....	Minn.
Gibson, Flora .....	Hunter's Park .....	Minn.
McLaughlin, Anne .....	Duluth .....	Minn.
Martin, Tillie .....	Duluth .....	Minn.
Mitchell, Laudra .....	Hunter's Park .....	Minn.
Ostenson, Edith .....	Duluth .....	Minn.
Peterson, Emma C.....	Duluth .....	Minn.
Wetzler, Helen.....	Duluth .....	Minn.
Wilkinson, Florence .....	Duluth .....	Minn.
Wright, Erie .....	Duluth .....	Minn.

**First Year.**

Bemel, Annie M.....	Proctor .....	Minn.
Bjorge, Ruth .....	Underwood .....	Minn.
Bradley, Idella .....	Tenstrike .....	Minn.
Brotherton, Agnes .....	Duluth .....	Minn.
Dahl, Katie .....	Thief River Falls.....	Minn.
Dahlby, Olivia .....	Munger .....	Minn.
Danielson, Mamie .....	West Duluth .....	Minn.
Free, Anna C.....	Duluth .....	Minn.
Gaines, Mae .....	Duluth .....	Minn.
Hegdahl, May .....	Grand Rapids .....	Minn.
Hewitt, Loula M.....	Duluth .....	Minn.
Kris, Lena .....	Duluth .....	Minn.
Lynott, Agnes .....	Duluth .....	Minn.
Nelson, Florence .....	Holyoke .....	Minn.
Pennie, Alma .....	Brainerd .....	Minn.

Rankin, Helen C.....	Duluth .....	Minn.
Reid, Edna .....	Ashawa .....	Minn.
Reynolds, Gladys .....	Duluth .....	Minn.
Rice, Margaret .....	Duluth .....	Minn.
Rodger, Georgina .....	Duluth .....	Minn.
Skoog, Elvira .....	Lakeview P. O.....	Minn.
Somers, Emma .....	Duluth .....	Minn.
Somers, Molly .....	Duluth .....	Minn.
Stahbrodt, Edna .....	Duluth .....	Minn.
Stickles, George .....	Lakeview P. O.....	Minn.
Stickles, Leila .....	Lakeview P. O.....	Minn.
Stubbs, Cecil .....	Duluth .....	Minn.
Thomas, Marie .....	Duluth .....	Minn.
Wright, Lottie .....	Cromwell .....	Minn.

### ELEMENTARY COURSE.

#### Third Year.

Beattie, Minnie May .....	Cloquet .....	Minn.
Fagerstrom, Anna .....	Solway .....	Minn.
Hare, Wenona .....	Carlton .....	Minn.
Harris, Rose Ella.....	Harris .....	Minn.
Holmberg, Magdeline .....	Woonsocket .....	Minn.
Messelt, Belinda G.....	Mentor .....	Minn.
Nilsen, Anna P.....	Moose Lake .....	Minn.
Turner, Ruth E.....	Aitkin .....	Minn.

#### Second Year.

Anderson, Josephine .....	Willow River .....	Minn.
Ballou, Edna M.....	Barnum .....	Minn.
Carlson, Annie E.....	Moose Lake .....	Minn.
Carlson, Ella .....	Moose Lake .....	Minn.
Lyngstad, Anna .....	Independence .....	Minn.
McLellan, Margaret .....	Hunter's Park .....	Minn.
Soderburg, Sophia .....	West Sweden .....	Wis.

#### First Year.

Ballou, Lorene .....	Barnum .....	Minn.
Brett, Mary E.....	Mahtowa .....	Minn.
Carlson, Anna V.....	Arnold .....	Minn.
Cheska, Miladi .....	Bowdle .....	S. D.
Hillman, Minnie .....	Duluth .....	Minn.
Isaacson, Hilda .....	Cromwell .....	Minn.
Johnson, Anna E.....	Atkinson .....	Minn.
Johnson, Gina .....	Wrenshall .....	Minn.

Johnson, Huldah	Moose Lake	Minn.
Lee, Mayme	Barnum	Minn.
Lorntson, Mary	Beaver Bay	Minn.
McCormic, Marie	Grand Rapids	Minn.
Mattson, Hilma	Duluth	Minn.
Moline, Selma	Mt. Iron	Minn.
Nelson, Thea	Shevlin	Minn.
Nesbitt, Alice N.	Cloquet	Minn.
Ness, Trena	Atkinson	Minn.
Ostlund, Ida	Cloquet	Minn.
Pelta, Lempie	Beaver Bay	Minn.
Roerig, Margaret	Sauk Centre	Minn.
Rye, Mary J.	Barnum	Minn.
Sauby, Wilfred	Wrenshall	Minn.
Schade, Ella	Atkinson	Minn.
Schellin, Alma	Brainerd	Minn.
Scott, Dorothy	Mahtowa	Minn.
Smart, Elizabeth	Duluth	Minn.
Stransky, Helen	Munger	Minn.
Subby, Edith	Albert Lea	Minn.
Swanson, Sarah	Kimberley	Minn.
Trostad, Sophia	Wrenshall	Minn.

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### SPECIAL.

Carroll, Edith M.	Colbyville	Minn.
Clemens, Irma C.	Lakeview P. O.	Minn.
Dadie, Alice	Bemidji	Minn.
Heenan, Mary	Litchfield	Minn.
Hibbing, Marie	Duluth	Minn.
Mahon, Winnifred	Duluth	Minn.
Person, Jennie	Rush City	Minn.
Toothaker, Dora	Barnum	Minn.
Toothaker, John	Barnum	Minn.
Washburn, Susan	Duluth	Minn.
Wildes, May V.	Hibbing	Minn.

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## Training Department.

### Eighth Year.

Dight, Edith	McKindley, Margaret
Dowse, Dorothy	Moore, Carolyn
Ferguson, Marjory	Rice, Margaret
Fitger, Marion	Silvey, Melville
Harrison, Harriet	Thwing, Dorothy
Knapp, Norman	Upham, Helen

**Seventh Year.**

Bellamy, Elsie  
Burrell, Zella  
Campbell, Bruce  
Carpenter, Chauncey  
Christopher, Hilma  
Drielig, Lilian  
Fitzsimmons, Edith  
Flynn, John  
Hammel, Rachel  
Hartley, Judith

Hay, Mina  
McAlpine, Helen  
Miles, Harold  
Neimeyer, Mabel  
Nichols, Victor  
Panton, John  
Parker, Grace  
Van Vleit, Fred  
Wall, Helen  
Winton, Knox

**Sixth Year.**

Bishop, William  
Campbell, Fredrick  
Craig, Margaret  
Farrell, Myrtle  
Ferguson, Willis  
Finkenstaedt, Kimball  
Frick, Duncan  
Hawkes, Rollin  
Keyes, Irene

Lounsberry, Esther  
Marshall, Julia  
Stepnes, Edgar  
Taylor, Ruth  
Turle, Penelope  
Weston, Edith  
Willard, Marjorie  
Wood, Elizabeth

**Fifth Year.**

Duncan, Russell  
Elliott, Robert  
Final, Gertrude  
Frick, Louise  
Le Richeux, Eugenia  
Lutes, Marion  
Lynam, John

Moore, Virginia  
Moore, Warren  
Panton, Dorothea  
Richardson, William  
Romieux, Charles  
Whitely, Wayne  
Winton, Frances

**Fourth Year.**

Alexander, Agnes  
Alexander, Sue  
Barnes, Gertrude  
Buell, George  
Dight, Marion  
Holohan, Richard  
Le Richeux, Charles  
Lutes, Katherine  
Lyons, Raymond

Moore, Dorothy  
Sanford, Dwight  
Simonson, John  
Stark, Charlesa  
Stevenson, Elizabeth  
Warner, Phillip  
Welbanks, Jeanette  
Winton, Mary K.  
Upham, Neil



**Third Year.**

Baldwin, Mary	Mitchell, Elinor
Finkenstaedt, Robert	Palmer, Constance
Kelly, Edith	Skinner, Edwin
Killorin, John	Spengler, Beatrice
MacGregor, Catherine	

**Second Year.**

Abbott, Katherine	Knowlton, Ralph
Appleby, Howard	Lyman, Elizabeth
Baldwin, Clara E.	Smith, Marcus
Black, David	Stearns, Benton
Black, Allen	Stephenson, William
Cotton, Josephine	Taylor, Gertrude
Crosby, Thomas	Turle, Lovell
Gleason, Grace	Warner, Virginia
Holahan, Jack	Wood, Tom

**First Year.**

Crosby, Wilson	Reichart, Stephen
Douglas, Faith	Romieux, Herve
Keyes, Eleanor	Sellwood, Richard
Knowlton, Marjorie	Spengler, Maxine
Lyder, Caroline	Thorton, Conan
McGregor, Donald	Upham, William
Prince, Gerald	

**Kindergarten.**

Adams, Chester	Mitchell, Merry
Bellamy, Lucius	Patton, Frederic
Black, Newton	Prince, William
Bohannon, George	Sellwood, Gerald
Bowden, Richard	Schlaman, Frances
Broughton, William	Sterns, Ruby
Clarey, Elizabeth	Stilson, Helen
Dowse, Robert	Stephenson, John
Dunning, Mildred	Strong, Harry
Ferris, Ruth	Spring, Edward
Final, William	Towne, Mary
Fitch, Graham	Warner, Charlotte
Hickman, Genevieve	Walker, Margaret
Holahan, Victor	Whiteley, McClelland
Lounsberry, Harlow	

**NORMAL DEPARTMENT.**

## Graduate Courses—

Senior Graduate Class.....	20
Junior Graduate Class.....	30
Elementary Graduate Class.....	48

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98

## Kindergarten Training Course—

Senior Class.....	2
Junior Class.....	7

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9

## Academic-Professional Courses—

Senior Class .....	11
Junior Class .....	11
Third Year Class .....	27
Second Year Class .....	19
First Year Class.....	29

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97

## Elementary Course—

Third Year Class .....	8
Second Year Class .....	7
First Year Class .....	30

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45

Special Students .....	12
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261**TRAINING DEPARTMENT.**

Eighth Year .....	12
Seventh Year .....	20
Sixth Year .....	17
Fifth Year .....	14
Fourth Year .....	18
Third Year .....	9
Second Year .....	18
First Year .....	13
Kindergarten .....	29

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150

Whole Number .....	411
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